

save and invest for long-term financial goals in an increasingly intricate marketplace, and responsibly manage their personal, professional, and family finances. It is essential that we continue to make strides toward improving education and consumer protection, while giving individuals the necessary tools to build more financially stable families, businesses, and communities. As we continue along the path to economic recovery, it is imperative that the basics of economics, credit, and personal finance become a fundamental fixture in the American school system.

The Council for Economic Education recently released their 2011 "Survey of the States: Economic and Personal Finance Education in Our Nation's Schools." According to this survey, there have been great improvements in financial literacy since the first survey in 1998. However, troublingly, in the past 2 years, progress has slowed and in some cases even reversed. Specifically, only 22 States require students to take an economics course as a high school graduation requirement, and only 16 States require the testing of student knowledge in economics. In addition, only 12 States require students to take a personal finance course either independently or as part of an economics course as a high school graduation requirement.

Also, alarmingly, according to the Gallup-Operation HOPE Financial Literacy Index, while 69 percent of American students strongly believe that the best time to save money is now, only 57 percent believe that their parents are saving money for the future. Despite clear progress in this area over the past 15 years, these most recent trends are disturbing.

There is no better time than now to invest in a better-educated, more financially savvy public. With the increased complexity of and access to today's financial products, the unscrupulous nature of predatory lenders as they enticed millions of families into complicated loans they could not afford nor understand, and people having to make important life decisions at a younger and younger age, it is critical that we ensure that students are empowered by a sound financial education by the time they graduate from high school. Our Nation cannot afford another housing crisis, and the best way to safeguard against that risk is education and promotion spreading knowledge.

I would like to thank the various organizations and individuals who are doing their part to ensure the education of personal finance reaches as many Americans as possible. Teachers, parents, financial institutions, nonprofit organizations, Governors, legislators, and other decision makers must be leaders on this issue just as all of us owe it to ourselves and our country to have adequate knowledge of personal finance.

As policymakers, we must champion these issues year round, not just in the

month of April. However, focusing on Financial Literacy Month in April allows us to have a designated month when we can focus our efforts, take stock of what has been working, and improve on our work for the coming year. I thank my colleagues again for passing this resolution.

TRIBUTE TO JENNIFER L. SMITH

Mr. CONRAD. Mr. President, I rise along with my colleague, the ranking member of the Budget Committee, Senator SESSIONS, to pay tribute to Jennifer L. Smith, who is retiring this week after more than 32 years of distinguished service to the Congress.

Ms. Smith began her congressional career in 1979, working in the Senate. While working, she attended law school at night and became one of the Senate's Assistant Parliamentarians. She has since served as an Assistant Counsel for the House Budget Committee, the General Counsel for the Senate Budget Committee, and the Deputy General Counsel for CBO. In 2006, she returned to the Senate Parliamentarian's Office as the Senate Precedents Editor and in 2010 returned to CBO as the Associate General Counsel.

In each of her roles, Ms. Smith worked tirelessly to ensure that the decisions of each office were carefully researched, well reasoned, and fully documented.

As an attorney for CBO, Ms. Smith ensured that CBO's estimates of legislation were based on a solid understanding of the law. Her skills as an attorney have been highlighted in the diverse issues she has worked on while at CBO, ranging from immigration, to Social Security to lease-purchase issues. Her knowledge of appropriations law, copyright law, and the ethics rules of the House of Representatives rivals those of the most acknowledged experts in those fields.

Ms. Smith's excellent work has been recognized throughout her career. In 2005, for instance, as CBO's Deputy General Counsel, she received a CBO Director's Award for outstanding performance, one of many such awards.

Ms. Smith has exemplified CBO's high standard of professionalism, objectivity, and nonpartisanship. As chairman, I greatly appreciate the sacrifices that Ms. Smith—as well as her family—has made in assisting the Budget Committee and Congress.

I would like to turn to my colleague, Senator SESSIONS, for his remarks.

Mr. SESSIONS. I thank the chairman and join him in commending Ms. Smith for her many years of dedicated, faithful, and outstanding service to CBO, to the Senate through her work in the Parliamentarian's Office and the Budget Committee, and to the Congress and American people. We wish her all the best in her well-deserved retirement.

We hope our colleagues will join us in thanking Ms. Smith—and really all of the hard-working employees at the Congressional Budget Office—for her and their service.

ADDITIONAL STATEMENTS

RECOGNIZING THE OAHU MATH LEAGUE

• Mr. AKAKA. Mr. President, I wish to recognize the math coaches and teachers of the Oahu Math League, OML, for their outstanding service for the students of Hawaii. The Hawaii Council of Teachers of Mathematics created the OML more than 40 years ago to supplement the traditional math curriculum in Hawaii's schools and to provide students with an outlet to represent their schools in academic competition. The league is comprised two senior varsity divisions as well as one junior varsity division. The various teams represent 28 of Oahu's schools, both public and private, and over 35 coaches, each dedicated to the promotion of mathematics education in the State of Hawaii.

I wish to acknowledge the students who spend their free time after school and on weekends to prepare and compete in the OML's seven grueling meets each academic year. These students devote their extracurricular time to mastering difficult mathematic techniques and theories in order to challenge themselves in the pursuit of academic excellence. Their commitment to their education is exemplary and should be commended.

However, these young men and women would not be able to participate in the OML competitions were it not for the support and knowledge of the fundamentals of math given to them by their coaches and teachers. These devoted men and women work many hours a week outside the school day in preparation for these competitions.

I would like to recognize both the foresight of OML's founders, as well as the enduring passion and tireless diligence of the many outstanding teachers who volunteer their time and efforts each school year to make the league a success. In particular, I would like to note the extraordinary commitment of several of OML's most active supporters: Thomas Yamachika, Carl Wheeler, Hank Koszewski, Phil Abe, Clarence Kanja, Lance Suzuki, Clayton Akatsuka, Kathleen Goto, and Amy Yonashiro.

I also want to thank the nine dedicated math teachers and OML coaches, who spend a combined total of 68 hours a week preparing for meets outside of the regular school day and represent more than 180 years of math instruction and service. They are Calvin Fukuhara of Kamehameha School, Michael Park of Iolani School, Tim Cantley and Deborah Kula of Sacred Hearts Academy, Michael Ida of Kalani High School, Carolyn Okunaga of Mililani High School, Chenfu Chiang of Hanalani High School, Hal Parker of Punahou School, and Joyce Kanja of Mid-Pacific Institute.

As an educator and former principal, I know firsthand about the countless hours that go into student extracurricular activities when the school